DOCUMENT RESUME

ED 265 658 EA 018 165

AUTHOR Manno, Bruno V.
TITLE Those Who Would Be Catholic School Principals: Their Recruitment, Preparation, and Evaluation.
INSTITUTION National Catholic Educational Association, Washington, D.C.
PUB DATE 85
NOTE 40p.
AVAILABLE FROM Publication Sales, National Catholic Educational Association, 1077 30th Street, N.W., Suite 100, Washington, DC 20007-3852 ($8.00 prepaid; postage and handling charges will be added to billed orders).
PUB TYPE Guides - Non-Classroom Use (055)

EDRS PRICE MF01/PC02 Plus Postage.
DESCRIPTORS *Administrator Education; Administrator Evaluation; *Administrator Qualifications; Administrator Responsibility; *Administrator Selection; *Catholic Educators; Catholic Schools; Church Related Colleges; Elementary Secondary Education; Leadership Qualities; *Principals
IDENTIFIERS National Catholic Educational Association

ABSTRACT

This booklet is produced by the National Catholic Educational Association (NCEA) for sponsors of programs that prepare people for the principalship of Catholic schools: archdioceses and dioceses, colleges and universities, and religious orders. After a brief introduction that describes recent changes in the ecclesiastical and organizational context of the Catholic school principalship, the first chapter recommends procedures for use in recruiting qualified program applicants and provides a list of required qualities and competencies. It also suggests procedures for screening and assessing qualified applicants, interviewing them, and making a decision. The second chapter lists curricular topics and NCEA resources for a Catholic principals' training program, and discusses various approaches to teaching and learning. The third chapter presents a policy and design for evaluation of both the candidate and the training program itself. The conclusion briefly discusses five additional items of concern for sponsors of a Catholic principals' preparation program: record keeping, resources (both material and human), participant recognition, participant placement, and geographical and financial accessibility. An appendix lists graduate programs in private/Catholic school administration at Catholic colleges and universities. (TE)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

ED265658

THOSE WHO WOULD BE CATHOLIC SCHOOL PRINCIPALS:

U.S. DEPARTMENT OF EDUCATION
NATIONAL INSTITUTE OF EDUCATION
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

☒ This document has been reproduced as received from the person or organization originating it.

☐ Minor changes have been made to improve reproduction quality.

• Points of view or opinions stated in this document do not necessarily represent official NIE position or policy.

"PERMISSION TO REPRODUCE THIS MATERIAL HAS BEEN GRANTED BY

P. Kokus

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)."

EA 018 165

THOSE WHO WOULD BE CATHOLIC SCHOOL PRINCIPALS:

THEIR RECRUITMENT, PREPARATION, AND EVALUATION

NATIONAL CATHOLIC EDUCATIONAL ASSOCIATION

© 1985

Bruno V. Manno
National Catholic Educational Association (NCEA)
Director of Research and In-Service Programs
Project Director: Preparing Principals for Catholic Schools

The following members of the NCEA Executive Staff serve as members of the Project Task Force:

Michael J. Guerra
Executive Director
Department of Secondary Schools

Sr. Carleen Reck
Executive Director
Department of Elementary Schools

Rev. J. Stephen O'Brien
Executive Director
Department of Chief Administrators
of Catholic Education (CACE)

TABLE OF CONTENTS

PAGE

Forward 5

Introduction 6
- The New Situation 6
- Responding to the New Situation 6

Recruiting Qualified Program Applicants 8
- Introduction 8
- Identifying Individuals by Inviting Nominations 8
- Informing Nominees and Inviting Participation 8
- A Portrait of the Catholic School Principal: Qualities and Competencies 9
- Screening and Assessing Qualified Persons 13
- Identifying Personality and Leadership Style 13
- The Interview 15
- Making a Decision 17

Preparing Individuals to be Catholic School Principals 18
- Introduction 18
- Program Components 18
- Approaches to Teaching and Learning 24

Evaluation 26
- Introduction 26
- Evaluation Policy and Design 26
- The Elements of an Evaluation 26

Conclusion 30

Acknowledgments 33

Appendix 35

FORWARD

This booklet is written primarily for sponsors of programs that prepare persons for the ministry of principalship in Catholic schools: archdioceses and dioceses; colleges and universities; religious orders. Parts may also be useful to others involved in the selection of new principals or their continuing education. For example, the recommended interview questions in chapter one can be utilized by a school board, search committee, pastor, or any other person responsible for hiring. The major topic or course content areas described in chapter two can be used by those working with present principals to develop continuing education programs.

While directing this publication to these parties, NCEA recognizes that the initiative for training often comes from one source. Since members of the NCEA Department of Chief Administrators of Catholic Education (CACE) requested support in preparing principals, this booklet presumes the initiative comes from the chief administrator of a diocesan education office. Furthermore, though the ways in which this publication is used may vary, NCEA strongly supports collaboration among various groups in implementing its recommendations. It believes a collaborative approach is crucial to the success of any preparation program.

Collaboration raises difficulties. Who is directing or responsible for the program? How are costs determined and allocated? Will accreditation be jeopardized if adjunct faculty from diocesan offices, religious, or school principals teach in portions of degree-granting or certification programs?

Though real, these difficulties are not impossible to overcome. Precedents where collaboration is working exist. Those in positions of leadership and influence must work to overcome the barriers to further collaboration. Again, NCEA believes a collaborative approach is key to the success of all preparation programs.

This publication discusses three areas which ought to be a part of a preparation program. Chapter one recommends procedures for use in recruiting a group of qualified program applicants. Chapter two overviews the areas which specify the program's curricular content. Chapter three presents the elements central to evaluating the preparation of the person and the training program.

In what follows, two words possess inclusive meaning. First, "principal" refers to the chief administrative officer of the school. In some schools the principal may be called president, administrator, director, or headmaster. Second, "diocese" refers to both diocese and archdiocese.

Bruno V. Manno
September, 1985

INTRODUCTION

THE NEW SITUATION

Many changes have occurred since Vatican Council II to alter the context within the ministry of the Catholic school principal occurs. First, staffing patterns have changed. Today, many principals are lay. For example, in 1970, the archdiocese of St. Louis had one lay principal out of slightly over 180. In 1984, there were 72 out of 177. Nationally, in 1984-85, there were slightly over 30 percent lay principals, an increase of more than 2 percent since 1983-84. Conversations with diocesan and parish officials suggest the number of lay principals will continue to increase.

The orientation to school work fostered by many religious orders and dioceses and the training network that prepared and supported principals also have changed. Fewer religious congregations are committed exclusively to preparing members to be school teachers and administrators. In addition, diocesan priests are more likely today to be assigned to full-time parish ministry than school work. Finally, the training network involving novitiates, scholasticates, seminaries, and Catholic colleges and universities has contracted. These and other factors led to an increasing number of laypersons, religious, and clergy obtaining certification and advanced degrees from non-Catholic colleges and universities. The result is often prospective principals not exposed to those values and concerns essential to being a Catholic school principal.

Another change involves curriculum materials available for use by instructors and students. Few materials distributed nationally focus on the distinctive identify of Catholic schools in view of the renewal inaugurated by Vatican Council II.

Finally, speaking generally, salaries and benefits for Catholic school principals are modest, especially for lay principals. Furthermore, scholarship funds, tuition remission, and other financial aid schemes are available on a limited basis. Though the efforts made by some Catholic colleges and universities to assist program applicants with financing is admirable, all these financial constraints often unite to curtail enrollment in these Catholic higher education preparation programs where costs are higher than public institutions. To repeat, the result is few prepared with attention to the specific religious dimension of school leadership as it relates to motivating and integrating the varied roles and responsibilities of a Catholic school principal.

RESPONDING TO THE NEW SITUATION

In brief, financial constraints coupled with changes in personnel, orientation, training, and curriculum materials created a new environment for those interested in preparing Catholic school principals. Many dioceses, Catholic colleges and universities, and religious orders responded both collaboratively and individually to the need for new approaches to training.

6

What is the content and style of these approaches? How do those who direct or teach in them evaluate their responses? What are their recommendations regarding new directions programs should take? What training materials exist or need to be developed?

In order to answer these questions, NCEA began a project in 1982 entitled "Preparing Catholic School Principals." It received partial financial support from the Knights of Columbus Father Michael J. McGivney Fund for New Initiatives in Catholic Education. It was to investigate existing programs, develop a recommended program that elaborated a process for recruiting, preparing and evaluating prospective principals, and produce program materials to support the recommended program.

Forty programs were investigated. A report was written by the project director and submitted to an NCEA staff task force composed of the project director and the executive directors of the Elementary, Secondary, and CACE Departments. The report was reviewed and two recommendations were formulated. First, a two day meeting was to be convened to review the report and develop a preparation program. Second, eight persons representing different interests were to meet with the NCEA task force to accomplish this.

At this meeting, three tasks were accomplished. A first draft was produced of a portrait of the Catholic school principal enumerating important qualities and competencies. Second, a discussion began on developing curriculum materials and methods that could be used for their dissemination. Finally, nine recommendations were produced and directed to NCEA.

The NCEA task force then met to discuss the progress of the project and review the recommendations. Eight recommendations were accepted as submitted and one was modified. These led to the next project stage where nearly fifty persons were invited to review and critique the draft of the qualities and competencies document. Subsequent to this, the document was revised and a first draft of this present publication was developed. In addition, a survey was conducted of all US dioceses to determine what they were doing to recruit, screen, and prepare prospective principals and what service they desired from NCEA on this issue. Of 169 possible dioceses, 116 completed the questionnaire.

The diocesan responses were reviewed by the NCEA staff task force. What best achieved the recommendations for immediate service requested by the dioceses was a publication suggesting guidelines on those major elements which ought to be part of all preparation programs. Working with all the material available, the task force outlined the contents of this publication. Members of the Executive Committee of the NCEA Chief Administrators of Catholic Education (CACE) and the Advisory Committee of the Supervision, Personnel, and Curriculum (SPC) section of CACE worked to develop parts of the outline. The final copy was organized and written by the Project Director. The result is this publication.

This publication is the first of several initiatives. The most immediate and definite phase of the project has NCEA providing program development grants to three dioceses directed to accomplishing two ends. First, different models will be developed that demonstrate how the approach outlined in this publication can be implemented. Second, program materials needed to support this implementaiton process will be produced. No definite plans have been developed beyond this implementation phase, though several alternatives are being discussed. NCEA invites your comments and recommendations on future initiatives it should undertake.

7

RECRUITING QUALIFIED PROGRAM APPLICANTS

INTRODUCTION

Selecting a new principal is an important task requiring preparation and deliberation. It is the final step taken on a longer journey that begins with a nomination process whose purpose is to create a group of qualified applicants. These applicants should possess basic qualifications necessary for undertaking a training program. Between these two stages—identifying interested individuals and beginning a program—various types of screening and assessment should occur. This first chapter considers these program elements.

Some of the procedures recommended presume a diocesan education office initiates them. This does not imply those identified as prospective principals are interested only in parish or diocesan schools. Furthermore, as mentioned earlier, collaboration should characterize all efforts made to prepare Catholic school principals. For that reason, the suggested nomination procedure seeks to involve a large segment of the Catholic community in a diocese. Many of suggestions presented can be modified for different situations. In every case, though, nominations should be solicited regularly to insure an adequate number of program applicants and potential principals.

IDENTIFYING INDIVIDUALS BY INVITING NOMINATIONS

Consider beginning with a letter from one or more diocesan (e.g., Ordinary, Vicar for Education, Superintendent) or local school representative (e.g., pastor, principal, education or school board chair). Its purposes are to invite individuals to make known their interest in being a Catholic school principal and to solicit nominations of those who possess the qualities and competencies to become a Catholic school principal. This letter should be sent to a large and diverse group, including principals, DREs, teachers, local colleges and universities with graduate education programs, and parents.

In addition, other ways of identifying individuals should be used. These include parish bulletins, diocesan newspapers, and religious order newsletters. Finally, there is no substitute for personal appeal. It is important, therefore, to designate individuals available to speak to different groups about the need for nominations.

The written or oral invitation should include a general description of the competencies and qualities being sought and the basic professional credentials necessary. The portrait of the Catholic school principal presented later in this chapter may be helpful in enumerating these.

INFORMING NOMINEES AND INVITING PARTICIPATION

After the nominations are collected, nominees should be notified in writing. This letter should also contain a description of the competencies and qualities desired in a Catholic school principal and the basic professional credentials established as

8

necessary. The nominees should then be invited to make a preliminary evaluation of their qualifications and decide whether they should proceed further. If they want assistance in reaching a decision, it should be made available.

Since this is the first screening, the way in which it occurs will communicate a message to the nominee. It may also establish an orientation by the nominee to the program and other screening and assessment experiences. It should be stressed, therefore, that this initial self-evaluation is an important step for the nominee. It may be sufficiently important to the program sponsor to lead to the establishment of a more formal and elaborate screening procedure, e.g., a formal written response from the nominee followed by a meeting to discuss this response. Only then would a decision be reached on whether the nominee may proceed.

When a determination is made that the nominee possesses the basic credentials and attributes, that individual should be invited to attend one or several retreat-like gatherings. These orient the nominee to the ministry of the principalship from a theoretical and practical perspective. Through this, the individual is invited to probe and deepen commitment to the Catholic school principal. For those who continue through the training process, these gatherings are the first step of an extended socialization process.

The sessions can be structured in various ways. Keeping the principle of collaboration in mind, the presentors should be affiliated with different groups in the diocese—e.g., central office staff, present principals, religious orders, etc.

At the conclusion of this orientation, the nominees are invited to submit in writing their desire to be part of another screening and assessment process. A written statement by the applicant on why the person is interested in becomming a Catholic school principal is a recommended feature of this letter. Several personal and professional references should also be requested along with an academic transcript and the name of the parish to which the individual belongs. It is also important to obtain a complete work history of the person, especially the most recent place of employment.

Presumed in much of what has been said thus far is an effort to specify the values, qualities, attitudinal posture, competencies, and knowledge base necessary for being a Catholic school principal. The position description as well as any handbooks developed by a diocesan board, religious order, or similar group is helpful in developing this. The portrait of the Catholic school principal presented now is an NCEA recommended approach to this task. This is not the only approach possible. In whatever approach is adopted, program sponsors should develop one that is sound, consistent, reasonable, and broadly based.

A PORTRAIT OF THE CATHOLIC SCHOOL PRINCIPAL: QUALITIES AND COMPETENCIES

This portrait is unlike the finished painted or photographed ones with which most usually associate the word. This written one needs to be enfleshed. Incomplete as it is, though, it seeks to capture as much as possible the values and essential features that should characterize the Catholic school principal. It attempts to do this using the words "qualities" and "competencies."

Qualities are basic characteristics. These fundamental attributes or traits describe what the principal should be. Competencies are statements of fundamental goals. They describe what the principal should be able to do. Taken together, they set standards of achievement that are of assistance in designing instructional material

9

and activities. They also suggest the general contours of a portrait whose features vary from individual to individual. Both have a direct relationship to how well a person is able to work with the Spirit of Jesus in achieving the religious and academic goals of the school.

A specific approach is taken to organizing the qualities and competencies. This views the Catholic school principalship as integrating three distinct but related roles: pastoral; educational; managerial.

The pastoral dimension relates to the principal's religious role. Principals must be religious leaders and possess religious knowledge and skills reflected in their attitudes and actions. In short, they must be theologically literate and actively involved in Church life. The pastoral component of a preparation program should insure a basic knowledge and understanding of the Catholic religious heritage, especially as this relates to education and schooling. This is crucial to their role and ministry. It also includes knowledge of authentic Church teaching and current practice, Church documents related to education, Church law and governance structures, the philosophy and history of Catholic education and Catholic schools, and the skills needed to apply this knowledge.

The educational dimension involves the principal's educational role and the formal discipline of education. This includes the theory and practice of education, with special concern for how this relates to schooling. The educational component of a preparation program should insure principals come to possess expert professional knowledge that influences how they diagnose educational problems, coordinate the development of curriculum, supervise, evaluate, counsel, and develop teachers, and provide for various other forms of program development as well as personal and professional growth. Ultimately, as Catholic educational leaders, this involves knowing about the philosophy and principles of Catholic education so as to be able to evaluate critically the theory and practice of various trends in education.

Third, the principal is also a manager. For this reason, prospective principals should be well versed in the knowledge and practice of good sound management. The managerial component of a training program should insure principals come to possess a knowledge of development activities, long range planning, financial management, public relations, school law, and those organizational development practices and skills needed to apply this knowledge. A good manager, therefore, is knowledgeable in both the theory and practice of skillfully and artfully utilizing strategies and situations to insure effectiveness and excellence. All of this must be permeated with the philosophy of Catholic education, especially the principals and practice of Christian stewardship.

Three further comments are in order. First, these qualities and competencies are not an exhaustive list. As mentioned earlier, they are fundamental traits and skills. Some situations will require additions specific to that place. In addition, though the items are not presented in order of importance, those using them may want to order them.

Second, individuals possess these qualities and competencies to varying degrees because of different personal and professional backgrounds. It is highly unlikely that an individual will be found who possesses all of them. This portrait, then, is an ideal one that should guide the quest for persons interested in beginning a preparation program.

Finally, one notion should permeate the way one approaches these qualities and competencies: their strengthening or acquisition is a continuing task. It does

not diminish after time spent in the ministry of the principalship. For this reason, one should view the strengthening or acquisition of the qualities and competencies as developmental. Because they possess this dynamic and growing character, there is a continuing need for assessment and improvement.

Spiritual Qualities: The Principal

- Is committed to the Lord Jesus as a believing and practicing Catholic
- Is prayerful, faith-filled and committed to spiritual growth
- Is loyal to the Church and accepts its authentic teaching

Pastoral Competencies: The Principal

(The following code is used to designate whether the competency is Unique to the Catholic school principal (U), Common with any public school principal (C), or possesses some Common elements, some Unique (C/U.)

- Is familiar with and creates an environment where the process of faith and moral development as it relates to working with youth and adults can be applied (U)
- Is familiar with and creates an environment where the content and methods of religious education can be applied (U)
- Knows and applies Church documents and other religious resources that relate to schools (U)
- Is capable of providing opportunities which foster the spiritual growth of faculty, students, and other members of the school community (U)
- Is capable of leading the school community in prayer (U)
- Is capable of linking the school and the local school community (U)
- Is capable of integrating gospel values and Christian social principals into the curriculum and the life of the school (U)
- Is capable of articulating the Catholic educational vision and directing its accomplishments (U)
- Is capable of recognizing and providing for cultural and religious differences within the entire school community (C)

Professional Qualities: The Principal

- Is committed to the philosophy of Catholic education which underlies Catholic schools
- Is broadly educated
- Is open to professional growth, familiar with professional literature, and committed to self evaluation
- Is able to articulate educational values
- Is an active member of professional organizations
- Has successful teaching experience, preferably in Catholic schools
- Has the requisite, formal academic preparation
- Has leadership capabilities

Professional Educational Competencies: The Principal

(The following code is used to designate whether the competency is Unique to the Catholic school principal (U), Common with any public school principal (C), or possesses some Common elements, some Unique (C/U.)

- Is capable of working collaboratively with a variety of parish and/or diocesan groups, especially governance groups (C/U)

- Is capable of promoting staff morale and a sense of Christian community among teachers (C/U)
- Is capable of providing leadership in curriculum development in general, including the integration of Christian values (C/U)
- Is capable of shaping, sharing, and implementing a school philosophy which reflects the unique Catholic character of the school (C/U)
- Is capable of initiating and conducting appropriate staff development activities (C/U)
- Recognizes, respects, and is capable of facilitating the primary role of parents as educators (C/U)
- Has earned an advanced degree and is continually updating (C)
- Possesses a general variety of educational/pedagogical skills (C)
- Is capable of initiating and conducting evaluations of students, staff, and innovative programs (C)
- Is capable of providing effective instructional leadership and supervision of staff and programs which reflects the unique Catholic character of the school (C/U)

Professional Managerial Competencies: The Principal

- Is capable of planning and managing the school's financial resources (C)
- Is sensitive to the demands of justice in making financial decisions, especially as they relate to the Church's social teachings (U)
- Is capable of providing leadership for long range planning and development activities (C/U)
- Is capable of providing leadership for the school's public and community relations activities (C)
- Is capable of providing an orderly school environment that promotes student self-discipline consistent with Gospel values and Christian principals (C)
- Knows current school law as it applies to the Catholic school (C/U)
- Knows and can apply appropriate group dynamics, conflict management, problem solving, and other organizational development skills (C)
- Knows how to delegate responsibilities appropriately (C)
- Knows how to relate the service dimension of the school to the civic community (C)

Personal Qualities: The Principal

- Is mature and open to growth
- Is intelligent
- Is organized and flexible
- Is caring and supportive
- Is challenging
- Is a person of hope and trust
- Is a critical thinker
- Possesses a sense of humor
- Possesses an interest in youth and in their future
- Possesses good judgment
- Possesses verbal and written competence
- Possesses courage and is able to stand alone
- Possesses a positive self concept

SCREENING AND ASSESSING QUALIFIED PERSONS

A systematic, formal screening and assessment of interested persons is a necessary aspect of determining who is qualified to begin a preparation program. This involves three elements: 1) an initial screening; 2) the use of various assessment instruments; 3) a structured interview. All assist the collaborating groups in determining whether the applicant possesses the basic qualities and minimum competencies necessary for participating in a preparation program.

The portrait overviews the basic qualities and suggests related competencies. What minimum competencies are defined to be by the program sponsors will vary depending upon several factors that include geographical location, enrollment characteristics, type of school, governance arrangement, etc. Despite these variations, minimum requirements and competencies should be articulated clearly by the sponsors.

The initial screening process should begin with a review of the formal letter of application with particular attention given to the written statement. The references listed should be called for anecdotal character information which may shed light on the written statement and academic transcript. The pastor of the parish with which the individual is affiliated should also be questioned.

After this initial review, a first decision is in order. Does the applicant meet basic criteria? Should this person be invited to undergo more formal assessment? If the answer is affirmative, a more formal evaluation should occur.

There are two aspects to this evaluation: 1) use of one or several instruments to identify personality and leadership style; 2) an interview with the person. Both complement each other in that the first provides a reasonable way of developing a perspective on an individual which adds to and perhaps goes beyond the impression and feelings gathered in a conversation.

IDENTIFYING PERSONALITY AND LEADERSHIP STYLE

Examples of instruments used with some effectivness by program sponsors follow. This list is arranged alphabetically. It is neither exhaustive nor an endorsement of a particular instrument. Sponsors will have to determine which to use.

Graphoanalysis: the study of individual strokes of handwriting to determine the personality and character of the writer, involving a correspondence course, tests and having handwriting analyzed.

Address: Sr. Mary Sevilla, MGA
St. Anthony Convent
2635 Maywood Way
Oxnard, CA 93030

East Coast: Rev. Norman Werling, MGA
Carmelite Counsel Service
Bergen Mall
Paramus, NJ 07652

Learning Style Inventory: a self-description test based on experiential learning theory that attempts to measure strengths and weaknesses as well as indicate how people view themselves as learners.

Address: McBer and Company
137 Newbury Street
Boston, MA 02116

Cost: $2.00 each (self-administered)
Manual available: Learning Style Inventory

LIFO: a guide for increasing productivity and avoiding problems associated with an individual's excesses.

Address: LIFO Associates
Division of Stuart Atkins, Inc.
8383 Welshire Blvd.
Beverly Hills, CA 90211
Administered only by licensed LIFO Instructor or LIFO Analysts

Management By Strength: enables people to understand their personality differences as strengths to be used for and shared with others.

Address: Madaline Walter
Strengths, Inc.
Suite 100A
4210 Johnson Drive
Shawnee Mission, KS 66205
(913) 831-4850
Cost: $9.00 per individual for school setting (self-administered, computer scored, and printout returned with commentary)

Myers-Briggs Type Indicator: a collection of 166 multiple choice items in a booklet used with an answer sheet that yields four indices of the respondent's preferences:

EI (Extraversion-Introversion) Is the subject's primary focus on the outer-world of people and things or the inner realm of ideas?

SN (Sensing-Intuition) Does subject prefer to perceive by using senses or by employing intuition, imagination, inspiration?

TF (Thinking-Feeling) Does subject prefer to judge or evaluate with mind or heart?

JP (Judging-Perceptive) Is subject primarily concerned with making systematic, orderly judgments about the world or with experiencing, understanding, and accepting it?

Professional interpretation required.

Address: Consulting Psychologists Press
577 College Avenue
Palo Alto, CA 94306
Cost: 25 Test Booklets—$ 8.25 (self-administered)
Handscoring Keys—$10.00

A computer scoring service is also available.

Personal Inventory: provides a description of present behavior by offering an interpretation of the ways in which an individual acts in certain job situations.

Address: GH Publications
Box 12241
Shawnee Mission, KS 66212
(913) 451-2650
Cost: $6.75 per individual (self-administered and scored; includes special scoring pen)

14

Personal Profile System: designed to heighten self-knowledge by identifying personal behavioral patterns or styles and unique ways of thinking, feeling, and acting that express individual identities; uses an individual's self-perception to identify needs, tendecies and the personal patterns they constitute.

Address: The Center for Human Development
University of Notre Dame
Memorial Library
Room 1102
Notre Dame, Indiana 46556
Cost: $2.00 each (self-administered)
Manuals available

SRI Perceiver Academies: trains individuals in the use of the SRI processes for the selection and development of educational administrators based on fourteen attributes called life themes.

Address: SRI Perceiver Academies
301 South 68th Street
Lincoln, NE 68510
(402) 489-0351

Strength Development Inventory: designed to help the individual assess personal strengths in relating to others when everything is going well and when faced with conflict and opposition.

Address: Personal Strengths Publishing, Inc.
Drawer 397
Pacific Palisades, CA 90272
(213) 454-5915
Cost: $3.45 per individual (self-administered; Manual of Administration and Interpretation recommended for those inexperienced in use of inventory: available in English and Spanish for $10.00)

THE INTERVIEW

The interview is arranged only after basic personal qualities and professional credentials are established. Several persons should be part of an interviewing team. Examples are: diocesan and religious order representatives, pastors, current principals, students' parents who are not professional educators. It is suggested at least one layperson be a member of the interview team.

An interview should last at least 45 minutes. The team should meet prior to the interview to establish a proceedure. They may need some assistance in preparing for the interview by someone skilled in the interview process.

The person being interviewed may be assisted in preparing for the meeting by being provided with a list of possible discussion topics. The portrait describing qualities and competencies can be used to develop this list as well as the interview questions.

Questions should invite and encourage expression. They should provide an opportunity for quality responses by allowing the person being interviewed to spend a period of time elaborating an answer. In most instances, questions which are quantitative or lead to a simple yes or no answer should be avoided. Here are examples of these two types of questions.

Spiritual Qualities and Pastoral Competencies

Questions which encourage expression:

- Briefly share with us some of the most important ways in which you are committed to the Lord Jesus as a believing and practicing Catholic
- In what ways do you provide for your own spiritual growth?
- How would you describe your relationship to the Lord?
- In what ways are you involved in your parish community?
- How can you help a school community grow in its relationship to the Lord?

Questions which discourage expression:

- When was the last time you participated in a retreat?
- Do you go to Mass daily?
- How often do you pray?
- How many retreat experiences have you undertaken this year?

Professional Qualities and Professional Educational/Managerial Competencies

Questions which encourage expression:

- What do you think are the major features of the philosophy that underlies Catholic education?
- What are some elements you think essential to any philosophy of Catholic schools?
- In what ways are you committed to professional growth?
- What are those educational values which guide your decision making?
- How do you describe your leadship style?
- What are your areas of professional strength?
- In what professional areas do you especially need to grow?
- Reflect on principals you've known and what it is you admire most in them.
- Give an example of how you organized and motivated a group to solve a problem.
- How have you demonstrated your interest in young people?
- What are some of the ways in which you would provide for the religious growth of the school community?

Questions which discourage expression:

- Do you read professonal magazines and journals?
- To which professional organizations do you belong?
- Are you a leader?
- Are you committed to the philosophy of Catholic schools?

Personal Qualities

Usually, specific questions to the person being interviewed are not appropriate. The qualities listed are characteristics that invite comments from the applicant's personal references. They also can be inferred from the way the applicant responds to interview questions. Finally, they can be deduced from records or written exercises—e.g., writing a school philosophy—the applicant is required to submit.

The person should be thanked at the end of the interview. The team should then share the impressions and feelings they have and the reasons for them.

MAKING A DECISION

The time has now arrived to make a decision. Begin by reviewing basic sources of information: the initial letter of application; academic transcript; the personal and professional references; the results of the psychological inventories; the impressions resulting from the interview. Does this person possess those basic qualities and competencies established at the beginning of this process? If the answer is affirmative, a further question should be discussed: in what areas is improvement necessary?

Whatever the answer, this information is communicated to the individual in writing within a short period of time. If the person possesses the basic qualities and competencies, the person is also invited to work with a designated representative to outline a mutually acceptable educational development plan. A response from the individual to the invitation to be part of a preparation program is requested in no longer than one month. The preparation program is the subject of the next chapter.

PREPARING INDIVIDUALS TO BE CATHOLIC SCHOOL PRINCIPALS

INTRODUCTION

The development plan agreed to by the individual and the person representing the cooperating sponsors has several dimensions. It combines personal, professional, and spiritual growth in values, knowledge, and ideas as well as skills, attitudes, and behavior. Its primary focus is on developing and reinforcing those qualities and competencies unique to the Catholic school principal. This is particularly true when the person has little or no formal education or experience in Catholic education or Catholic schools.

Since the program is for adults, it should be based on adult learning theory. Active involvement by the participants is strongly encouraged. It should involve both expository methods and experiences that develop skills and specific behaviors. More will be said later in this chapter on approaches to teaching and learning.

Ultimately, the program must be more than the delivery of information to a passive listener. It should be a socialization process that invites the participant to deepen personal commitment to and professional skill in the service of a religious and academic mission.

PROGRAM COMPONENTS

The Catholic school is an educational setting within which a synthesis occurs between culture and the Catholic religious vision. It has, then, both an academic and a religious mission. As the chief administrative officer of the school, the principal is responsible for articulating this vision and directing its accomplishment.

There are various ways to describe the primary roles the principal fulfills. In chapter one, an approach was suggested that views the principal as possessing three responsibilities: 1) pastoral; 2) educational: 3) managerial. The principal, then, can be viewed as a religious and professional educator charged with leading and managing the school community.

These three dimensions can be used to designate three program components under which one can list core topic areas for all preparation programs: 1) a pastoral component; 2) an educational component; 3) a managerial component. What follows describes those major topics which should be considered under each component. These are rooted in the institutional identity and purpose of Catholic schools. They delineate the path along which the program participant ought to journey. They parallel the qualities and competencies described in "A Portrait of the Catholic School Principal." Again, this is a suggested approach. Modifications can be made to fit different situations. In what follows, the emphasis is on relating the Catholic school principalship's unique elements to the program components. Also important to remember is that, as mentioned earlier, the educational plan should combine growth in values, knowledge, and ideas as well as skills, attitudes, and behavior. The NCEA resources described after each component are listed

alphabetically by year of publication. They are available for purchase from the NCEA Publications Sales Office. Information on publications and other materials published since September, 1985, is also available through this office.

Pastoral Component

MAJOR TOPICS

- A basic knowledge of authentic Church teaching and current practice
- A basic knowledge of Church documents on the universal, national, and local levels, especially those related to Catholic education and Catholic schools
- A basic knowledge of Church law and governance structures, especially those related to Catholic education and Catholic schools
- A basic knowledge of the philosophy and history of Catholic education and Catholic schools, especially in the United States
- A basic knowledge of religious education and religious psychology, especially as they relate to the faith and moral development of youth and adults
- A basic knowledge of the religious resources available on the national, regional, and diocesan levels
- How to apply the pastoral component subject matter to the religious life of the school community.

NCEA Resources

School Board Study Programs, Series I—Board Member's Manual
Eight study lessons for board member orientation and training. 1984

School Board Study Programs, Series II—Board Member's Manual
More lessons in this series for the adult learner. 1984

Divorce: Information and Implications for Catholic Educators
Two-part video program. 1983

Interviewing and Supporting the Catholic Educator
Discusses the hiring process and those religious expectations an administrator should have of those employed in Catholic schools. 1983

The Qualities and Competencies of the Catechist
Describes six personal qualities and has an accompanying prayer service for each; includes a section on the professional competencies and skills with self-evaluation grids, principal or DRE evaluation forms, and an essay on the competency of imparting doctrinal content. 1983

Developing Performance Excellence in Catholic Educational Policy-Making: A Handbook of Training Programs
How-to handbook for conducting in-service programs for administrators, board members, and committee chairpersons. 1982

Into the Christian Community: Religious Education With Disabled Persons
Contains 12 papers which discuss philosophical/thelogical considerations and practical methods and teaching techniques for those working with disabled persons. 1982

The Christian Formation of Catholic Educators
Discusses the need to ensure that teachers have a commitment to the ideals of the Christian life and understand the necessity of modeling what is taught in Catholic schools; includes model programs for in-service of teachers. 1981

The Catholic School Principal: An Outline for Action

Suggests those broad contours with which all Catholic school principals need to concern themselves. 1981

Ascent to Excellence in Catholic Education: A Guide to Effective Decision-Making

Discusses the policy process in Catholic education. 1980

Let Peace and Justice Prevail

Contains evaluation instrument for policy-makers and administrators. 1980

Evangelization: Mission and Ministry for Catholic Educators

A short history of evangelization; an analysis of successful evangelization-type movements to discover common characteristics utilized in Christian education programs; articles on outreach to the alienated and unchurched. 1979

Service—The Third Ingredient

An audio visual discussion of service within the Catholic elementary school. 1979

Hear The Word, Share The Word, Guide Your People

Processes to help in the spiritual formation of educational personnel at all levels. 1978

The Principal as Prophet

Following the comparison with the role of Prophet, several sections suggest reflections or discussion for Catholic school principals, diocesan office personnel, and parish directors of religious education. 1978

Sharing The Light of Faith: The National Catechetical Directory

Two 30-minute cassettes covering the introduction and chapters 1-5 of the NCD and chapters 6-11; a 24-page teaching guide accompanies the cassettes. 1978

Educational Component

MAJOR TOPICS

- A basic knowledge of curriculum development with emphasis on the need to integrate Gospel values and Christian principles into the curriculum
- A basic knowledge of educational philosophy and research as this relates to shaping, sharing, and implementing a school philosophy reflecting the unique character of an individual school
- A basic knowledge of approaches to supervision and instructional leadership with emphasis on how they are influenced by Gospel values and Christian principles
- A basic knowledge of approaches to staff development, especially as this relates to creating opportunities for religious development
- A basic knowledge of adult development theory with emphasis on how this relates to facilitating and supporting the primary role of parents as educators of their children
- A basic knowledge of approaches to the evaluation of religious and educational programs, with special reference to service programs
- A basic knowledge of the ways to foster personal growth with emphasis on activities and sources of information unique to Catholic education and Catholic schools

20

- How to apply the educational component subject matter to the educational life of the school community.

NCEA Resources

The Catholic High School: A National Portrait
Report on the many aspects which combine to create Catholic secondary schools, from students, teachers, programming, climate, and governance, to finances, development, and five year trends. 1985

Vision and Values in the Catholic School: Leader's Manual
A process to help a school community clarify its vision and integrate Gospel values within all levels of the curriculum-interpersonal, organizational, instructional; available only at leadership sessions. (Spanish edition also available.) 1981, Revised 1985

Directions for Justice/Peace Education in the Catholic Elementary School
Includes basic understandings, a variety of curriculum directions, and additional dimensions. 1985

Sharing the Faith: The Beliefs and Attitudes of Catholic Secondary School Teachers
Examines the beliefs and values of teachers and the vision and mission of the school. 1985

Effective Catholic Schools: An Exploration
Reports on a research project investigating the Catholic character of the schools, curriculum, instruction, faculty roles, student life, finance, and governance. 1984

Everyday Issues Related to Justice and Other Gospel Values
Provides the teacher opportunities to explore with the class the Christian interpretation of everyday events (e.g., "New Student in Class"), to explore motivations for acting in certain ways, and to suggest these motivations should be based on Christian values. 1984

The Media Mirror: A Study Guide on Christian Values and Television
Three separate student books written for the Elementary, Junior High, and High School levels; teacher's guide provides level objectives, scriptural references, and background material for nine lessons. 1984

Verifying the Vision: A Self-Evaluation Instrument for the Catholic Elementary School
A self-study process that asks questions on the school vision, progress toward it, and suggests ways to plan for improvement. 1984

Differentiated Supervision for Catholic Schools
Explains how a Catholic school administrator and faculty can study four supervisory approaches-clinical supervision, collaborative professional development, self-directed development, and administrative monitoring-then design a supervisory plan to meet their own needs. 1983

Models of School/College Collaboration: In Search of Patterns for the Future
Presents specific examples of how individual secondary schools and colleges are cooperating in effective and innovative programs. 1983

Pastor as Shepherd of the School Community
Discusses the relationship which should exist between the pastor and the school community; written by a pastor with an extensive background in Catholic education. 1983

The Peace Pastoral: Promise and Response
A theme issue of *MOMENTUM* offers a guide and framework for responding to the Bishops' pastoral letter "Challenge of Peace: God's Promise and Our Response." 1983

School Evaluation for the Catholic Elementary School: An Overview
Discusses five issues related to elementary school evaluation. 1983

The Pre-Service Formation of Teachers for Catholic Schools
Explores the need, develops program criteria and components, and suggests possible models for pre-service formation of Catholic school teachers. 1982

Beginnings: The Orientation of New Teachers
Helps the principal plan an effective orientation for teachers new to the school. 1981

A Self-Study Guide for Catholic High Schools
An instrument for the self-evaluation of a Catholic high school that recognizes the unique religious character of these schools. 1981

Vision and Values in the Catholic School: Participant's Guide
Resource and planning book for each member of the school community participating in NCEA process to integrate Gospel values within the school curriculum. (Spanish edition also available) 1981

Criteria for the Evaluation of Religious Education Programs
An instrument to delineate the strengths and weaknesses of a school religious education program. 1980

Seeking a Just Society: An Educational Design
K through 12 curriculum design for integrating the social justice teachings of the Church into the educational ministry; contains material for faculty development sessions, parents, boards of education, preachers, as well as for the classroom teacher. 1978

Managerial Component

MAJOR TOPICS

- A basic knowledge of development activities, long range planning, and financial management, especially as these relate to Catholic schools and the notion of Christian stewardship
- A basic knowledge of public and community relations, especially as these involve publics and agencies unique to Catholic education—e.g., chancery, diocesan educational office, parishes, etc.
- A basic knowledge of what sustains an orderly school environment that promotes student self-discipline consistent with Gospel values and Christian principles
- A basic knowledge of school law as it applies to the Catholic school
- A basic knowledge of group dynamics, approaches to conflict management, problem solving, building staff morale, and other organizational development skills, with emphasis on how they are influenced by Gospel values, Christian principles, and, in particular, the notions of collegiality and shared responsibility
- A basic knowledge of approaches to providing for legitimate cultural differences within the school, especially as these relate to Gospel values and Christian principles
- A basic knowledge of how the Catholic notion of justice and other Catholic social teachings influence the daily management of the school community

- How to apply the managerial component subject matter to the daily management of the school community.

NCEA Resources

Fostering Discipline and Discipleship Within the Catholic Educational Community

An in-service guide and manual of classroom activities to develop in a positive manner and Christian spirit those qualities and behaviors that contribute to good discipline. 1985

Annual Fund-Estate Planning

How-to book with practical suggestions. 1984

The Case Statement

How-to book details the use of institutional philosophy, mission, long-range plans, programs, effects on the broader community, and resources as the basis of a dynamic Case Statement. 1984

Elementary School Finance Manual

Treats key areas of daily financial operations, annual budget, tuition, long-range planning, fund raising, and steps toward development. 1984

The Non-Catholic in the Catholic School

Contains suggested guidelines and principles regarding the relationship of the school to non-Catholic teachers, parents and students.1984

Public Relations

Discusses the planning and execution of a successful public relations program and methods for use with all types of media and school sizes. 1984

Understanding and Implementing Development

Provides a comprehensive overview of development as it relates to Catholic schools and the six prerequisites necessary for a successful development program; includes a detailed suggested one year chronology for developing a five year plan. 1984

Contemporary Issues in Catholic High Schools

Articles focus interest on administrative models, educational trends, religious and lay teachers, counselors' legal considerations, teachers' unions, religious education. 1981

The Law, The Student and The Catholic School

Legal concerns that relate to students in Catholic schools with major emphasis on liability. 1981

A Collaborative Approach to Personnel Relations: A Model Process for Justice in the Catholic School Community of Faith

Guidelines to help meet the issues confronting Catholic schools in employer-employee relations. 1980

Student As Disciple

Audio visual kit designed to help motivate faculty to foster student growth from discipline to discipleship; includes slides, cassette, article, posters, prayer cards, buttons, prayer services, plus other materials. 1980

Guidelines for Selected Personnel Practices in Catholic Schools II

Subjects covered include building a closed retreat, teacher evaluation, and contracts in educational ministry. 1977

APPROACHES TO TEACHING AND LEARNING

Whatever the organization of the program's content, its presentation should involve a variety of teaching and learning activities. These include lectures from designated experts, seminars that provide for extended discussion, skill practice and development through critiqued experience, formal opportunities for evaluation, and faith community development, especially through opportunity for social gatherings, reflection, and prayer. Though spoken of separately, they are often done simultaneously.

Lectures from designated experts involve the organized exposition of a topic before a class for the purpose of instruction. It is a teaching by talking that tells people what they should know. Today's technology makes possible the use of various methods and strategies to accomplish this. In addition to having someone appear in person before a class, taped presentations, audio cassettes, and teleconferencing are encouraged.

The seminar is another approach. It is a joint, orderly, conversation conducted by a knowledgable and skilled teacher acting as leader and moderator of the group. In essence, the function of the teacher is to ask leading questions. Answers will help the teacher determine two things. First, have the participants understood what they have read or been presented? Second, can participants apply what they have heard to the situation of being prospective Catholic school principals?

Whereas a lecture can have any number of participants, a seminar usually has a small number to insure conversation. The format presumes participants have prepared for discussion. The material to be discussed includes articles, books, case-studies, the content of a lecture, audio-visual presentations, or other material that lends itself to discussion.

Another approach to the art of instruction is skill practice and development through critiqued experience. The emphasis is on getting ideas to work by means of coaching and supervised practice. This results in the ability to perform established behaviors in a satisfactory manner. Of the three approaches to teaching and learning described, coaching is often the most personal. As with lecturing, there are various methods and strategies used to accomplish skill development. Simulations and role-playing are two prime ways. When combined with the skilled use of videotaping, they are especially helpful.

A vital opportunity for skill practice is the supervised training called internship. There is no substitute for this experience. NCEA strongly recommends that all preparation programs require a suprvised internship. In an ideal situation, this would involve at least one full month at a school, full time, with a qualified, experienced principal supervising. Part-time supervised internships are also possible. A released time arrangement that includes complete financial compensation is encouraged.

The internship arrangments should be clearly defined and agreed to by all parties prior to when the actual experience begins. Activity logs, summary reports, and regular meetings with the school principal and program supervisor should be part of these arrangements. A final meeting among the intern and the building and program supervisors should take place at the conclusion of the internship. If possible, it is also beneficial to have interns meet to discuss their experience both during and after the internship. Many of the specifics associated with an internship program will vary because of local circumstances. Nevertheless, an internship component is strongly recommended.

Presumed in this discussion of learning are two notions. First, learning is enhanced through personal study and reflection. Work done outside the context of a lecture

24

hall, seminar room, or skill practice is essential. Second, those interested in being principals should come to know, support, and challenge each other. This necessitates more than attendance at lectures, seminars, and skill practice sessions. The development of authentic colleagueship must occur. Within the context of our discussion, the phrase that best captures this notion is the development of a vibrant community, especially a vibrant faith community. This is nourished by various social and religious celebrations. In the latter case, the Eucharist, retreats, and other liturgical celebrations are crucial.

25

EVALUATION

INTRODUCTION

This final chapter discusses evaluation, both of the preparation program and individual enrolled in a program. A well planned evaluation is important because the information provided by it helps determine how effective a program is in achieving its goals.

EVALUATION POLICY AND DESIGN

All program sponsors should agree on an evaluation policy and design as part of the discussions leading to the establishment of a program. The policy is a written statement by the sponsors presenting a rationale for the evaluation and principles which guide it. The design is a plan delineating the evaluation process answersing questions like the following: what is to be evaluated; for what purpose; when is it to occur; when is the criteria used in the evaluation established; who establishes it; from what sources will information be sought; what procedures are used to gather it; to whom will it be presented and for what action; in what form will the results appear. What follows answers these questions as they apply to evaluating a preparation program and an individual enrolled in a program.

THE ELEMENTS OF AN EVALUATION

An evaluation gathers information so that results can be analyzed and interpreted. This information gathering has different motivations—i.e., specific recommendations for improvement or a recommendation for termination. To talk about these, a distinction is made often in educational writings between formative and summative evaluation.

Whether directed to the program or participants, formative evaluation provides information to help or improve. Individuals and programs need time to mature and develop. Mistakes are to be expected. Formative evaluation assists in this improvement in two ways. First, it determines whether agreed upon purposes are being achieved. Second, where they are not achieved, it formulates recommendations on how to achieve them.

On the other hand, a final judgment needs to be made whether individuals should be approved by preparation program sponsors as capable and qualified to apply for a principalship. There also comes a time when a judgement should be made on whether a program is viable. This summative evaluation of an individual or program is delicate and difficult but necessary. Fairness requires it.

Evaluation designs should include both types of evaluations. The individual's written educational development plan should specify this information as it pertains to the individual as should the written plans which establish the program.

When do evaluations occur? They take place at various times and on different levels depending upon the structure of the program. Individuals should be evaluated

several times during their advancement through the program as well as at its conclusion. The program should be evaluated in a general way at the end of each program interval but no less frequently than once a year. There should be an extensive evaulation on a periodic but regular basis—e.g., every third year. Once again, to emphasize an important notion, the type of evaluation the person or program is undergoing—i.e., formative or summative—must be stated clearly and known in advance.

For any appraisal to be fair, the criteria against which the person or the program will be judged must be clear. The evaluation process, therefore, begins long before the specific appraisal event with a precise statement of purposes to be achieved and how this will be done. With a program, these are established in discussions among sponsors prior to when the program begins. With participants, they are agreed to prior to enrollment in the program. These personal goals and ways of achieving them are the substance of the individual's educational development plan. The other major part of the plan is an evaluation design incorporating the items mentioned earlier.

For both programs and participants, then, specific goals and objectives are established that answer two questions: 1) what does the program or participant intend to accomplish; 2) how will this be done. In both cases, responses should be written. By establishing clear priorities and designating specific means to reach them, a fair effort can be made to analyze whether they are achieved. An evaluation begins by reviewing these goals and objectives.

An evaluation should turn to many sources to gather the information which will be analyzed and interpreted. Professional Catholic educators are foremost in this process and have a primary responsibility for conducting an evaluation and providing information. When assisting in the formative evaluation of an individual, one or two professional educators are sufficient. In the final evaluation of a person or the formative or summative evaluation of a program there should be several representatives of the sponsoring groups as well as some involvement of the following: members of the central office education staff, principals, pastors, board members, Catholic educators from colleges and universities, other program instructors, interested parents, etc. In particular, an important source of information is the principal under whom the program participant interned.

What procedures are used to gather the information that is analyzed? First, as there are various types of teaching and learning, there are various forms of instructional assessment. Those which invite participants to reflect critically on and develop ideas in written form are encouraged—e.g., essay questions.

Second, individual self-assessment with assistance from Catholic educators is also encouraged, especially at the conclusion of a program. This provides the individual with an opportunity to reflect on the progress being made toward the goals outlined in the professional development plan. These evaluations can be related to the principal portrait delineated earlier. As with the interview questions, the evaluation questions should invite and encourage exploration.

Some examples of questions based on the portrait are now presented. They can be used as essay questions or in a self-assessment. Most can be used more than one time. It is recommended that in an individual self-assessment, written responses be required.

Spiritual Qualities

In what major way(s) have I

- deepened my commitment to the Lord Jesus as a believing and practicing Catholic?
- provided for my own spiritual growth?
- provided service in my parish community?

Pastoral Competencies

In what major way(s) have I come to better know and understand

- the Church's authentic teaching on the topic(s) of (one/several can be listed) and what implications it/these have for the situation of being a Catholic School principal?
- the philosophy and history of Catholic education.
- of religious education and religious psychology as they relate to the faith and moral development of youth?
- the religious resources available to me on a national, regional, and diocesan level in my possible role as a Catholic school principal?
- how to apply one/several aspect(s) of the pastoral component subject matter to a school situation in my possible role as a Catholic school principal?

Professional Qualities

In what major way(s) have I

- undertaken specific actions that demonstrate my commitment to professional growth?
- demonstrated leadership capabilities?
- become more experienced with various parish and/or diocesan governance groups?

Professional Educational Competencies

In what major way(s) have I come to better know and understand

- an aspect of curriculum theory and leadership in curriculum development as this relates to integrating Gospel values and Christian principles into the curriculum?
- an aspect of educational philosophy or research as this relates to my possible role as a Catholic school principal?
- an aspect of adult development theory as this relates to facilitating and supporting the primary role of parents as educators of their children?
- the value of service programs as an aspect of the school's religious program, and how to establish, implement, and evaluate these?
- how to apply one/several aspect(s) of the professional educational component subject matter to a school situation in my possible role as a Catholic school principal?

Professional Managerial Competencies

In what major way(s) have I come to better know and understand

- the various components that comprise development activities as these relate to Catholic schools and the notion of Christian stewardship?
- those agencies and publics unique to Catholic education?
- what sustains an orderly school environment that promotes student self-discipline consistent with Gospel values and Christian principles?

- the general notion/an aspect of school law as it applies to the Catholic school?
- how to apply one/several aspect(s) of the professional managerial component subject matter to a school situation in my possible role as a Catholic school principal?

The program evaluation should follow similar procedures. Information should be sought from present and former program participants. Other professional educators as well as those interested in Catholic schools and the preparation of principals should be involved.

The way in which this process is concluded will depend upon the type of evaluation conducted. Whether formative or summative, though, the results should be documented in written form and presented to those concerned—i.e., the program participant and/or the program sponsors.

CONCLUSION

A program is a set of activities stating how to attain a goal. It is a unified plan of action directed to accomplishing a mission that requires many human and financial resources. Not all of these are discussed in this publication. Rather, it has focused on three features which ought to be part of all programs: 1) recruiting a group of qualified applicants; 2) the preparation of individuals; 3) the elements which are part of evaluating the preparation program and the person.

Before ending, there are five additional items to be discussed briefly: record keeping; resources, both material and human; participant recognition; participant placement; geographical and financial accessibility.

Keeping accurate and timely records is important. It is the primary way in which information is preserved for use by interested parties. It can insure continuity in a manner in which an individual's memory cannot. It is essential, therefore, that programs have complete and intelligible records. Program sponsors must agree early on how and where records will be kept, procedures to insure confidentiality, and in what way a record will be made available to interested parties.

In discussing resources, both material and human, the principal of collaboration is especially applicable. For example, some now sponsoring preparation programs have developed curriculum material. With rare exceptions, the material does not circulate beyond a local group of program participants. In addition, qualified program instructors are available. Again, with few exceptions, many are not known outside a diocese, an institution, or a geographical area.

As a first step, then, it is necessary to share more information among program sponsors on the availability of material and human resources. This is especially true in the use of instructors. Some initial efforts are being made to share material and instructors by colleges, universities, and dioceses which have preparation programs. Even when there is no collaboration on program sponsorship, the sharing of instructors is strongly recommended. In particular, this should involve the use of qualified practitioners and diocesan officials in college or university programs. Use of qualified college and university staff by diocese and religious orders is also encouraged. All types of exchange should be encouraged, especially that which promotes exchanges outside the confines of one program's geographic area.

This collaborative approach creates problems that call for both creative solutions and strong leadership in overcoming them. NCEA is willing to assist in organizing a national material and staffing referral system if there is a sufficient interest in establishing such a network of information by program sponsors.

Recognition of a person's progress through a program is important. Advancement should be on a regular basis, though in different ways. Suitable liturgical contexts should be developed for this recognition. The successful completion of

a program is an appropriate opportunity for a larger parish, diocesan, order, or college or university celebration.

Certificates of recognition should be awarded, especially by non-degree granting sponsors, to individuals completing a program. They can be modeled on those NCEA grants participants in the Summer Institutes it co-sponsors with Catholic colleges and universities. In a manner similar to these Institute certificates, NCEA is willing to collaborate with program sponsors to develop an approach to awarding a joint certificate of recognition granted to individuals completing a program.

Another important issue is the placement of those who successfully complete a preparation program. Dioceses near to each other should exchange information regularly on staffing vacancies. Announcements should also be sent to religious congregations and neighboring colleges and universities. At its annual convention, NCEA sponsors Opportunity Centers for the exchange of this and other information on positions available in Catholic education. Once again, NCEA is willing to collaborate with any interested program sponsors in developing a more comprehensive approach to exchanging information on the availability of staffing vacancies.

Finally, there is the issue of progam accessibility. Factors described in the introduction require new ways of making preparation programs geographically and financially accessible to interested persons. As suggested, the development of materials should proceed with this in mind. The method of presenting content from the three component topic areas must not be limited to print material delivered in the standard book format. Audio and video tapes, filmstrips with topic manuals, correspondence courses using the module approach, and other such perspectives are stongly encouraged. In addition, course outline material should be made available through these and other means.

A related issue not to be overlooked in discussing how programs can be made more accessible is finances. This includes both the financial viability of the program and the financing of a person through the program. NCEA believes that the principle of collaboration is probably more important here than in any aspect of a preparation program.

NCEA strongly recommends that sponsoring agencies give high priority to the financial aspects of training. These agencies should consider establishing, especially in a collaborative way, endowed scholarship funds for persons interested in becoming Catholic school principals. Where it has not yet occurred, Catholic colleges and universities should investigate the possibility of granting tuition reduction for both lay and religious who want to pursue a career in Catholic education. Parishes, too, through budgeting procedures, should provide for the support of future parish school principals. Another approach involves developing various loan packages that combine interest-free loans with a reduction in the principal owed based on years of service to a school or diocese. In brief, new and imaginative approaches to finances must be pursued.

Effective and vibrant Catholic schools must continue to be available to those who want to choose them. The Catholic school principal is a, many would say the, critical agent who insures that the Catholic vision of schooling is fostered effectively. The preparation of these individuals must, therefore, be high on the agenda of those who establish and implement policy in the Catholic Church. NCEA views this publication as an invitation to them to commit themselves to working collaboratively with each other in pursuing the task of preparing Catholic school principals.

Furthermore, NCEA believes it has a special role to play and major responsibility to assume in collaborating with interested parties to implement the recommendations found in this report and foster solutions to those unresolved issues mentioned in the conclusion. In order to do this, NCEA now commits itself to a pilot program that will acccomplish these ends.

The "Forward" states that since the NCEA CACE Department requested NCEA investigate this preparation program area, this publication is written assuming a diocese takes the initiative in organizing a program. The pilot program, then, involves working with three dioceses to develop models for implementing this report and producing materials necessary for implementing the models. NCEA has agreed to provide assistance and small developmental grants to the dioceses of Birmingham, Oakland, and San Jose to develop these models and materials. They were choosen from a list of dioceses responding affirmatively to a question about pilot program participation found in the NCEA survey to diceses on Catholic School Principal Training Programs conducted in October, 1984. As these pilot projects proceed, reports will be circulated to other program sponsors and interested parties. Your comments are invited and welcome.

32

ACKNOWLEDGEMENTS

This project is partially supported by a grant from the Knights of Columbus Father Michael J. McGivney Memorial Fund for New Initiatives in Catholic Education.

The following programs were surveyed as part of the first stage of this project. After an initial exchange of information by letter, a personal visit or phone conversation occurred.

Archdiocesan/Diocesan Sponsors	Source of Information
Allentown	James J. Cusimano, Esq.
Dubuque	Rev. Russell Bleich
Jefferson City	Therese Fenney
Los Angeles	Sr. Mary Ann Nowacki, Sr. Bernadette Murphy
New York	Sr. Francis Heerey
Oakland	Lillian Black
Philadelphia	Robert Palestini
San Bernardino	Sr. Ann Muckerman
San Diego	Sr. Gertrude Sullivan
San Francisco	Sr. Ann Patricia O'Connell
San Jose	Sr. Mary Claude Power
Sioux City	Sr. Jane Hosch, Rev. Roger Linnan
St. Louis	Louis Peters
Washington, D.C.	Leonard DeFiore
College/University Sponsors	
Boston College, Boston, MA	Sr. Claire Fitzgerald, Sr. Mary Daniel Turner
College of Notre Dame, Belmont, CA	Sr. Emilie Zenner
College of St. Mary's, Moraga Park, CA	Bro. William Carriere
College of St. Thomas, St. Paul, MN	Sr. Kay Egan, Bro. Terence McLaughlin
Fairfield University, Fairfield, CT	Robert Pitt
Fordham University, New York, NY	Rev. Robert J. Starratt
Gonzaga University, Spokane, WA	
Loras College, Dubuque, IA	Dan L. King
Loyola College, Baltimore, MD	Joseph Procaccini
Loyola University, Chicago, IL	Philip Carlin, Frederick Lunenburg
Loyola University, New Orleans, LA	Robert A. Ludwig
St. Mary's College, Winona, MN	I.T. Johnson
University of Dayton, Dayton, OH	Donald J. Frericks
University of Portland, Portland, OR	Rev. Richard Rutherford
University of San Diego, San Diego, CA	Edward DeRoche, Joseph Rost, Max Rafferty
University of San Francisco—Institute for Catholic Educational Leadership (ICEL), San Francisco, CA	Rev. Edwin J. McDermott
Other	
Harvard Principal's Center, Cambridge, MA	Roland Barth
Kettering Foundation: I/D/E/A/, Dayton, OH	Principals' In-Service Program

NASSP Assessment Center, Reston, VA — James W. Keefe
NCEA Association of Catholic Colleges and Universities Graduate Program Study — David Johnson
Northwestern University, Evanston, IL — B. Claude Mathis
ROSE PLACE — Sr. Lourdes Sheehan
SRI Perceiver Academies, Lincoln, NE — Sr. Jo Ann Miller
Tulane University and Diocese of Houma-Thibodaux, LA — Sr. Judy Coreil
Vanderbilt Principal's Institute, Nashville, TN — Kent Peterson, Chester Finn

The following were members of the enlarged task force who worked to develop parts of the outline:

Mary Doherty, Alexandria, VA
Bro. Theodore Drahmann, Memphis, TN
Therese Fenney, Jefferson City, NO
Jules Michel, Greensville, MS
Sr. Mary Claude Power, San Jose, CA
Dennis Poyant, New Bedford, MA
Sr. Lourdes Sheehan, Baltimore, MD
Rev. Robert J. Starratt, New York, NY

The following were members of the CACE Executive Committee and SPC Advisory Committee who worked to develop parts of the outline:

For CACE:

John J. Augenstein, Youngstown, OH
Leonard DeFiore, Washington, D.C.
Rev. Thomas Gallagher, Washington, D.C.
Sr. Eleanor Holland, Peoria, IL
Sr. Joseph Marie Kasel, Spokane, WA

For SPC:

Sr. Jane Gaudet, Worcester, MA
Sr. Marjorie Hebert, Alexandria, LA
Sr. Donna Innes, St. Paul, MN
Sr. Helen Jean Kormelink, Peoria, IL
Agnes Leonardich, Monterey, CA
Sr. Jean Ludwig, Buffalo, NY
Sr. Joan McCann, Atlanta, GA
Sr. Suzanne Perri, Seattle, WA
Shaun Underhill, Dallas, TX

Sr. Mary Laurita Hand, Superintendent of Schools, Fall River, MA, developed an outline and preliminary version of this document.

LaWanna A. Miller typed numerous versions of this manuscript.

APPENDIX

GRADUATE PROGRAMS IN PRIVATE/CATHOLIC SCHOOL ADMINISTRATION AT CATHOLIC COLLEGES AND UNIVERSITIES

COLLEGE/UNIVERSITY: Boston College
Sr. Clare Fitzgerald, SSND
Catholic School Leadership Program
McGuinn 600
Chestnut Hill, MA 02167
(617) 552-4187

DEGREE(S) OFFERED	MAJOR AREAS OF PROGRAM EMPHASIS MASTERS	MAJOR AREA OF PROGRAM EMPHASIS CAES	HOURS REQUIRED	PROGRAM OFFERED
MA	Administration	Certificate of Advanced Educational Specialization	MA 30	Year Round
CAES			CAES 30 Above Masters	Year Round

COLLEGE/UNIVERSITY: Bradley University
Dr. Donald McDeain
Department of Educational
Leadership and Human Development
Peoria, IL 61625
(309) 676-7611

DEGREE(S) OFFERED	MAJOR AREAS OF PROGRAM EMPHASIS MASTERS	HOURS REQUIRED	PROGRAM OFFERED
MA	Administration	39*	Year Round

*For degree and certification: degree is from the College of St. Thomas with certification provided by Bradley University for the state of Illinois; courses taken on Bradley campus.

COLLEGE/UNIVERSITY: The Catholic University of America
Dr. Sarah Pickert
O'Boyle Hall
Washington, DC 20064
(202) 635-5800

DEGREE(S) OFFERED	MAJOR AREAS OF PROGRAM EMPHASIS MASTERS	MAJOR AREA OF PROGRAM EMPHASIS CAES	HOURS REQUIRED	PROGRAM OFFERED
MA	Catholic Educational Leadership, Curriculum Development, Policy Analysis, Instructional Technology	Curriculum and Schooling, Interdisciplinary Program in Human Development, Data Based Managment, Cognition and Instruction	MA 30	Year Round
PhD			PhD 60	

COLLEGE/UNIVERSITY: Christian Brothers College
Bro. John Wilson, FSC
650 E. Parkway South
Memphis, TN 38104
(901) 278-0100

DEGREE(S) OFFERED	MAJOR AREAS OF PROGRAM EMPHASIS MASTERS	HOURS REQUIRED	PROGRAM OFFERED
MA	Elementary and Secondary Principalship	30	Summer Only

COLLEGE/UNIVERSITY: College of St. Thomas
Thomas McCarver, Dean
Department of Graduate Education and Community Services
P.O. Box 5017
St. Paul, MN 55105
(612) 647-5820

DEGREE(S) OFFERED	MAJOR AREAS OF PROGRAM EMPHASIS MASTERS	MAJOR AREA OF PROGRAM EMPHASIS CAES	HOURS REQUIRED	PROGRAM OFFERED
MA EdS	School Administration	School Administration	MA 30 EdS MA +33 hrs	Year Round

COLLEGE/UNIVERSITY: De Paul University
John J. Lane
Department of Educational Administration and Policy Studies
School of Education
2323 North Seminary
Chicago, IL 60614
(312) 341-8115

DEGREE(S) OFFERED	MAJOR AREAS OF PROGRAM EMPHASIS MASTERS	HOURS REQUIRED	PROGRAM OFFERED
MA MEd	Catholic Educational Leadership	48 qtr. hrs.	Year Round

COLLEGE/UNIVERSITY: Fairfield University
Dr. Robert F. Pitt
Department of Administration and Supervision
Fairfield, CT 06430
(303) 254-4000

DEGREE(S) OFFERED	MAJOR AREAS OF PROGRAM EMPHASIS MASTERS	HOURS REQUIRED	PROGRAM OFFERED
MA	Catholic School Administration	30	Summer Only

COLLEGE/UNIVERSITY: Fordham Graduate School of Education
Rev. Robert J. Starratt, SJ
Center for Non-Public Education
Fordham University at Lincoln Center
New York, NY 10023
(212) 841-5573

DEGREE(S) OFFERED	MAJOR AREAS OF PROGRAM EMPHASIS MASTERS	MAJOR AREA OF PROGRAM EMPHASIS CAES	HOURS REQUIRED	PROGRAM OFFERED
MS Professional Diploma, PhD EdD	Administration and Supervision, Curriculum, Law, Finance, Staff Development, Leadership	Leadership, Organizational Development, Religious Education Change, Research in Church Organizations, Adult Issues in the Church	MA 30 to 36 PhD 45 to 60	Year Round

36

COLLEGE/UNIVERSITY: Loras College
Dr. Sam H. Shout
Education Department
Dubuque, IA 52001
(319) 588-7157

DEGREE(S) OFFERED	MAJOR AREAS OF PROGRAM EMPHASIS MASTERS	HOURS REQUIRED	PROGRAM OFFERED
MA	Elementary/Secondary School Administration	36	Year Round

COLLEGE/UNIVERSITY: Loyola College
Dr. Joseph Procaccini
Institute for Private Education
4501 North Charles Street
Baltimore, MD 21061
(301) 323-1010, Ext. 2304

DEGREE(S) OFFERED	MAJOR AREAS OF PROGRAM EMPHASIS MASTERS	HOURS REQUIRED	PROGRAM OFFERED
MEd MA Certificate of Advanced Study	Private School Leadership, Management Techniques, School Finance and Budgeting, School Law	36	Year Round

---

COLLEGE/UNIVERSITY: Loyola University
Philip Carlin
Department of Administration and Supervision
820 North Michigan Avenue
Chicago, IL 60611
(312) 445-8135

DEGREE(S) OFFERED	MAJOR AREAS OF PROGRAM EMPHASIS MASTERS	HOURS REQUIRED	PROGRAM OFFERED
MEd	Finance, Law, Curriculum, Governance, Mission	30	Year Round

---

COLLEGE/UNIVERSITY: Loyola University—New Orleans
Robert A. Ludwig—William A. Kline
Institute for Ministry—Education Department
6363 St. Charles Avenue
New Orleans, LA 70118

DEGREE(S) OFFERED	MAJOR AREAS OF PROGRAM EMPHASIS MASTERS	HOURS REQUIRED	PROGRAM OFFERED
MPS MEd	Pastoral Practice of Catholic School as a Ministry, Organizational Development and Supervision	MPS 36 MEd 33	Year Round

COLLEGE/UNIVERSITY: Manhattan College
Bro. Robert Kealey
Graduate Education Department
Bronx, NY 10471
(212) 920-0374

DEGREE(S) OFFERED	MAJOR AREAS OF PROGRAM EMPHASIS MASTERS	HOURS REQUIRED	PROGRAM OFFERED
MS	School Administration and Supervision: Program leads to New York State Certification as a School Administrator	30	Year Round

---

COLLEGE/UNIVERSITY: St. Louis University
Dr. Joseph Meindl
Department of Education
221 North Grand Blvd.
St. Louis, MO 63103
(314) 658-2510

DEGREE(S) OFFERED	MAJOR AREAS OF PROGRAM EMPHASIS MASTERS	MAJOR AREA OF PROGRAM EMPHASIS DOCTORAL	HOURS REQUIRED		PROGRAM OFFERED
MA, EdS, EdD, PhD	Catholic School Principalship	Curriculum Director, School Business Manager, Superintendent	MA PhD	32 75	Year Round

---

COLLEGE/UNIVERSITY: St. Mary's College of California
Bro. William J. Carriere, FSC, Ph.D., Director
School of Education
(415) 373-1330

DEGREE(S) OFFERED	MAJOR AREAS OF PROGRAM EMPHASIS MASTERS	HOURS REQUIRED	PROGRAM OFFERED
MA	Educational Administration	30	Year Round

COLLEGE/UNIVERSITY: University of Dayton
Dr. Donald J. Frericks
Educational Administration
300 College Park
Dayton, OH 45469
(513) 229-3737

DEGREE(S) OFFERED	MAJOR AREAS OF PROGRAM EMPHASIS MASTERS	HOURS REQUIRED	PROGRAM OFFERED
MS	Administration—Supervision, Curriculum and Instruction	45 qtr. hours	Year Round

COLLEGE/UNIVERSITY: University of Notre Dame
C. Joseph Sequin
Master of Science in Administration
Notre Dame, IN 46556
(219) 239-5000

DEGREE(S) OFFERED	MAJOR AREAS OF PROGRAM EMPHASIS MASTERS	HOURS REQUIRED	PROGRAM OFFERED
MSA	School Management	30	Summer School Only

COLLEGE/UNIVERSITY: University of San Diego
Dr. Joseph Rost
Leadership & Administration
Alcala Park
San Diego, CA 92110
(619) 260-4291

DEGREE(S) OFFERED	MAJOR AREAS OF PROGRAM EMPHASIS MASTERS	MAJOR AREA OF PROGRAM EMPHASIS CAES	HOURS REQUIRED	PROGRAM OFFERED
MA EdD	Educational Administration	Educational Leadership	MA 30 EdD 60	Year Round

---

COLLEGE/UNIVERSITY: University of San Francisco
Rev. Edwin J. McDermott, SJ
School of Education
Institute for Catholic Educational Leadership
San Francisco, CA 94117
(415) 666-6226

DEGREE(S) OFFERED	MAJOR AREAS OF PROGRAM EMPHASIS MASTERS	MAJOR AREA OF PROGRAM EMPHASIS DOCTORATE	HOURS REQUIRED	PROGRAM OFFERED
MA EdD	Private School Administration	Private School Administration	MA 30 EdD 60	Year Round

---

COLLEGE/UNIVERSITY: Ursuline College
Sr. Diana Stano, OSU, Ph.D.
Office of Graduate Studies
2550 Lander
Pepper Pike, OH 44124
(216) 449-4200, Ext. 254

DEGREE(S) OFFERED	MAJOR AREAS OF PROGRAM EMPHASIS MASTERS	HOURS REQUIRED	PROGRAM OFFERED
MA	Non-Public School Administration	31	Regular School Year (evenings & Saturdays) Year Round

A survey was conducted of these programs in May, 1984. Those who responded to the inquiry are mentioned. As this list will be revised on a periodic basis, those who did not respond and/or who are not mentioned are encouraged to write the director of this project at NCEA.